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ABSTRACT

In spring 1992, a program was initiated at San Jose City College (SJCC) in California to assist underprepared student entering reading, writing, and math courses below the level of transfer English and math courses. The program entitled Gateway U (GU), included the following components: weekly surveys of students during the first 4 weeks of class to determine if students understood their assignments, and if they wanted to see a tutor, talk with the instructor, or study with other students; a program assistant who immediately contacted students having difficulty; block scheduling of reading, writing, and math classes; student study groups; and assistance for students on visits to student services offices. A total of 259 students participated in GU. Success and retention rates were compared to the 796 students who were in remedial class sections that were not a part of GU. Program outcomes included the following: (1) 64% of the GU students (n=167) were successful in their courses (receiving letter grades of A, B, C, or credit) as compared with 45% of non-GU students (n=358); (2) class retention (of those receiving letter grades of A, B, C, D, or credit) for GU students was 72% (n=186) as compared with 53% for non-GU students (n=421); (3) 81% of the time (based on 22 of 27 comparisons) GU class sections had higher success rates than non-GU sections; (4) 85% of the time (23 of 27 comparisons) GU sections had higher retention rates than non-GU sections; and (5) 86% of the students in GU were ethnic minorities, including 52% Hispanic, 23% Black, and 5% Asian, compared with 73% ethnic minorities in non-GU sections. Data tables are included. (PAA)

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ED 349049

SAN JOSE CITY COLLEGE

SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

SUCCESS AND RETENTION RATES FOR GATEWAY U CLASSES

SPRING 1992

RESEARCH REPORT # 256

August 25, 1992

Jon Kangas

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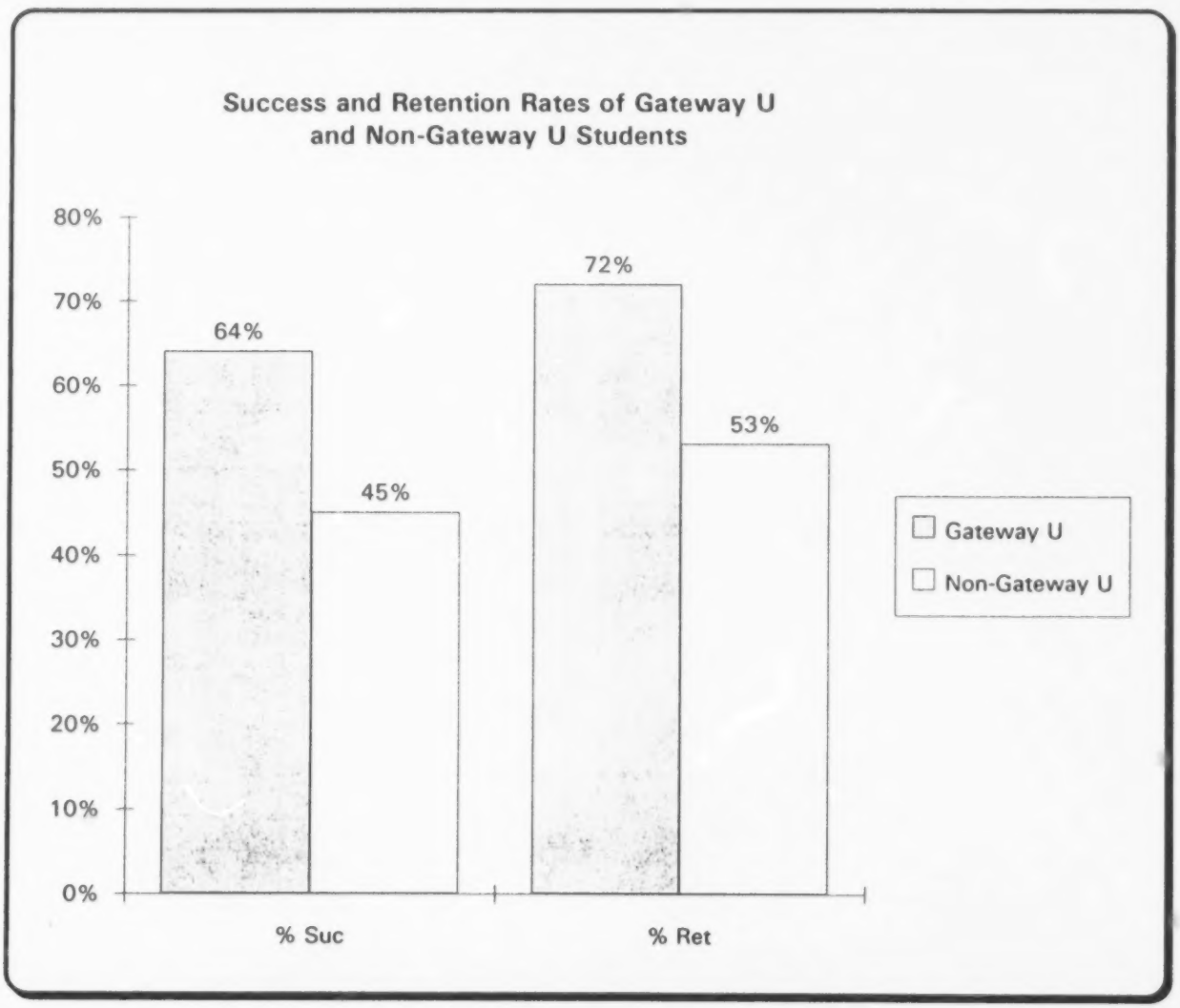
SUCCESS AND RETENTION RATES FOR GATEWAY U CLASSES

SPRING 1992



BACKGROUND
&
ACKNOWLEDGEMENTS

Definitions

SJCC	=	San Jose City College
Success (Suc)	=	A + B + C +CR grades
Retention (Ret)	=	A + B + C + D + CR + I grades
District 18+ Pop.	=	Adults in San Jose/Evergreen Community College District 18 years of age and older
Asian	=	Asian + Filipino + Pacific Islander
Other	=	Other non-White + American Indian/Alaskan native + Middle Eastern

Source Documents

SJ/ECCD Ethnic Grade Distribution Report (#5L2001 SPRING 92)
Jeanne G. Gobalet, Ph.D. 8/12/91 Estimate of District 18+ Benchmark Data from the California Department of Finance State Census Data Center's 1990 Census Summary Data File 1A

Project Author

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Data Collection and Document Preparation

Tony Ma, Program Assistant

San Jose City College
Gateway U Success Story

by Jon Kangas 8/25/92

History

Gateway U began at San Jose City College in the San Jose/Evergreen Community College District in Spring 1992. It was born of the need to assist underprepared students entering reading, writing, and math courses below the level of transfer English and Math. 86% of the Gateway U students are non-White including 52% Hispanic, 23% Black, 5% Asian, and 7% Other. Based on the knowledge that underprepared students must graduate and/or transfer in order to acquire the skills necessary to compete in the highly competitive local economy and that students cannot graduate or transfer without passing through transfer English and Math, it was decided to focus a success and retention program in those sequences of courses leading to transfer English and Math.

Gateway U was conceived out of the enthusiasm of San Jose City College faculty for the close communication with students found in using Pat Cross's classroom-based research, out of Title III interviews with students indicating that they must be reached within the first four weeks of class to keep them from dropping out, and out of the need to implement early alert follow-up activities as part of the California Community College Matriculation efforts.

The Program

The following elements comprise Gateway U:

Survey students every week for the first four weeks asking questions like:
- -Do you understand your assignments?
- -Do you want a tutor?
- -Do you need to talk to the instructor?
- -Would you like to study with other students?

Provide a program assistant to immediately contact students having difficulty.

Other program features include:
- -Blocking reading, writing, and math classes to facilitate support among students in the program.
- -Doing success and retention research to monitor the impact of the intervention strategies.
- -Giving the program a name and an identity to foster identification with, and pride in, the program.

Provide a range of support including:
- -Listening
- -Taking the student to the instructor
- -Providing spot tutoring
- -Explaining assignments
- -Finding the student a tutor
- -Forming study/support groups
- -Taking the student to a counselor
- -Personally taking the student to needed student services
- -Conferring with instructors about students in difficulty

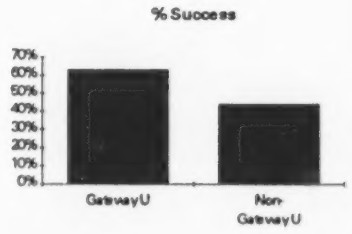
Success Story

Three comparison sections were chosen for each of the nine Gateway U sections. They were typically sections taught by the same instructor the same semester or the same instructor in a previous semester. Three major findings resulted:

259 Gateway U students had:

A 64% success rate, 796 non-Gateway U students had a 45% success rate.
A 72% retention rate, non-Gateway U students had a 53% retention rate.

In 81% of the comparisons with non-Gateway sections, Gateway U sections had a higher success rate.
In 85% of the comparisons with non-Gateway sections, Gateway U sections had a higher retention rate.



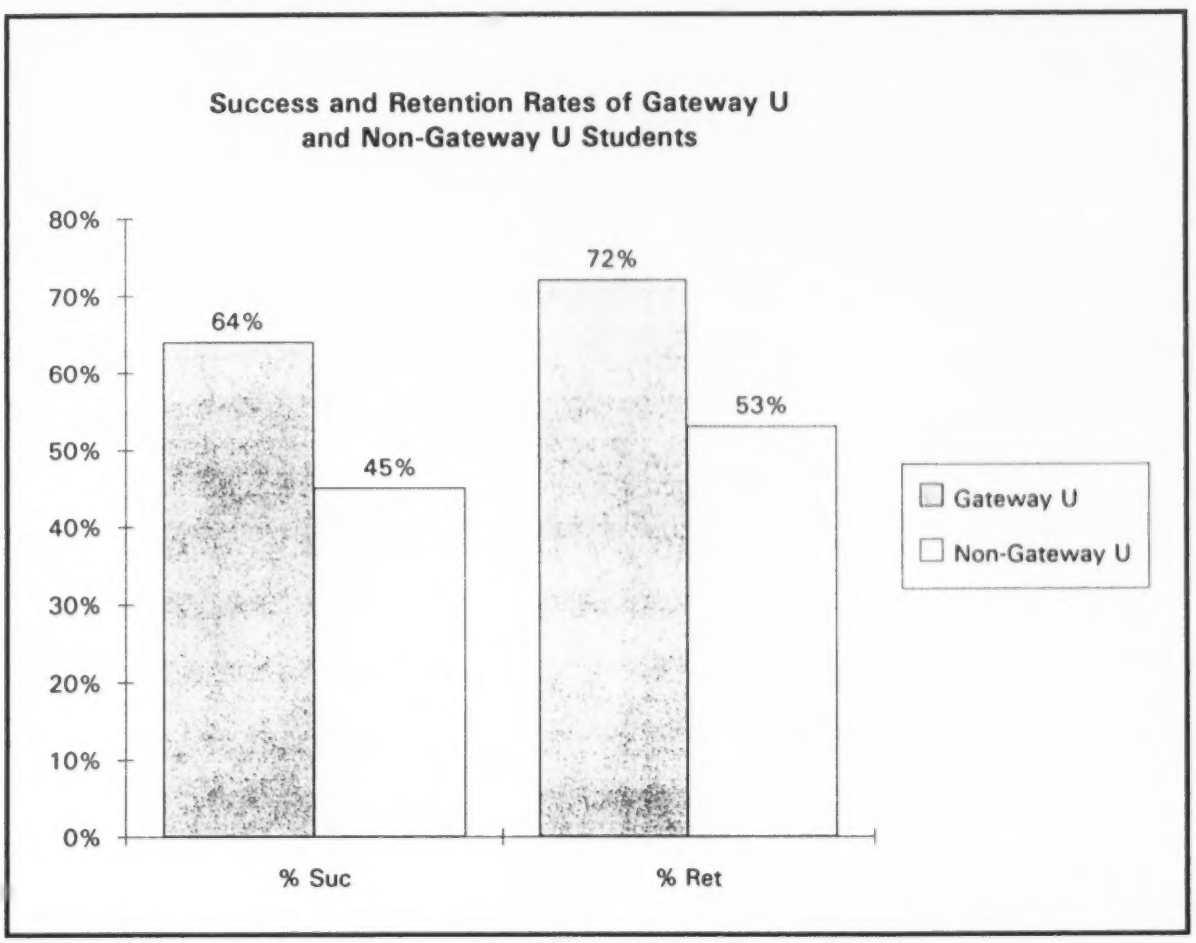
Conclusion

The Gateway U model has great promise for increasing the success and retention of underprepared and ethnically diverse students. Plans are to continue adding elements to the program and to continue monitoring the results with research. Future program elements include the addition of an in-depth assessment component for students in the lowest levels of the reading, writing, and math. A team of professionals is envisioned including a social worker, a job development specialist, a career counselor, the instructor, and a learning disability specialist. An individual education and career plan developed by this team of professionals is the planned outcome.

GATEWAY U SUCCESS STORY

Question: What are the overall success and retention rates for Gateway U and non-Gateway U students at San Jose City College for Spring 1992?

	# Suc	% Suc	# Ret	% Ret
Gateway U	167	64%	186	72%
Non-Gateway U	358	45%	421	53%

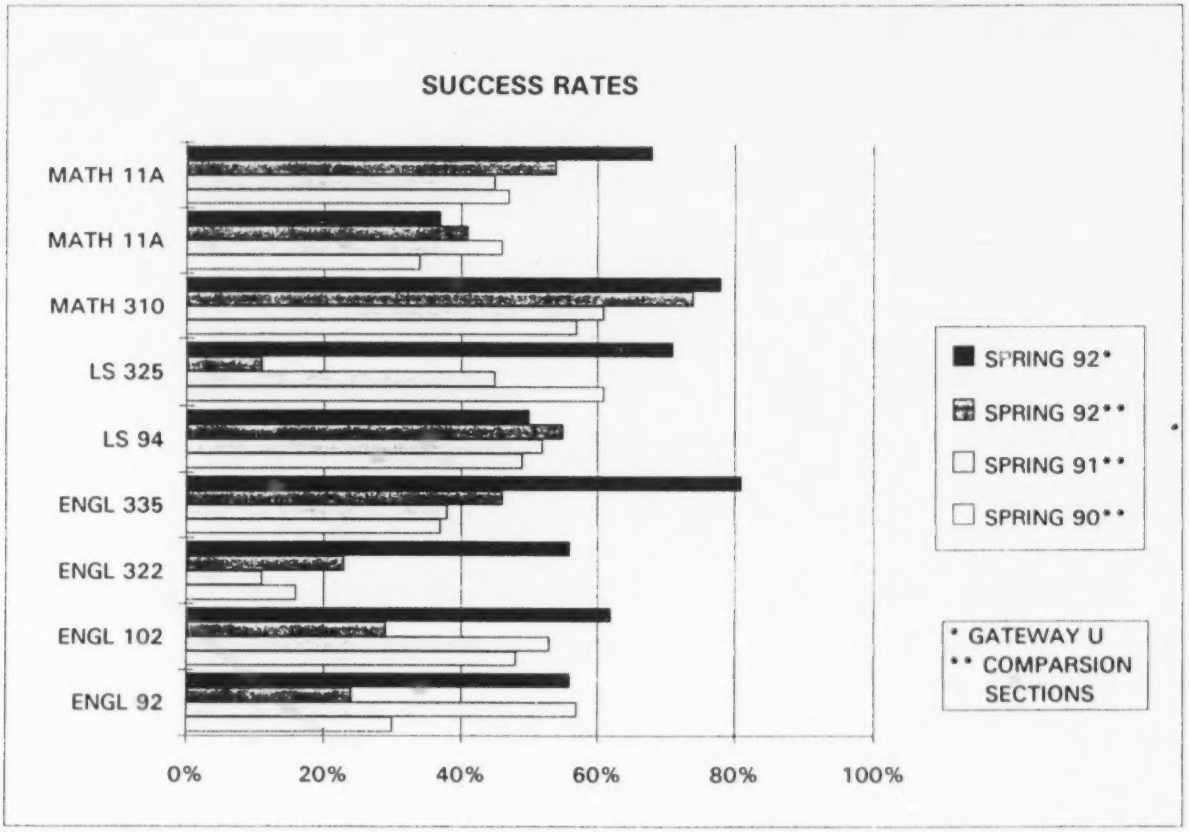


Answer: The success rate for all 259 Gateway U students was 64% compared to 45% for all 796 non-Gateway U students. The retention rate for all 259 Gateway U students was 72% compared to 53% for all 796 non-Gateway U students.

SUCCESS RATES OF SPRING 1992 GATEWAY U CLASSES COMPARED TO NON-GATEWAY U CLASSES FOR THE SAME SEMESTER AND TWO PREVIOUS SPRING SEMESTERS

	NON-GATEWAY U		NON-GATEWAY U		NON-GATEWAY U		GATEWAY U	
	%SUC	%RET	%SUC	%RET	%SUC	%RET	%SUC	%RET
	SPRING 90		SPRING 91		SPRING 92		SPRING 92	
ENGL 92	30%	48%	57%	66%	24%	52%	56%	59%
ENGL 102	48%	61%	53%	73%	29%	53%	62%	76%
ENGL 322	16%	26%	11%	37%	23%	61%	56%	79%
ENGL 335	37%	37%	38%	38%	46%	46%	81%	81%
LS 94	49%	56%	52%	58%	55%	55%	50%	50%
LS 325	61%	61%	45%	45%	11%	22%	71%	71%
MATH 310	57%	57%	61%	61%	74%	74%	78%	78%
MATH 11A	34%	40%	46%	49%	41%	44%	37%	51%
MATH 11A	47%	53%	45%	48%	54%	56%	68%	74%

Shaded cells indicate an N < 20 Success = A + B + C + CR grades Retention = A + B + C + CR + D + I grades



Comments: 81% of the time (22 of 27 comparisons), Gateway U sections had higher success rates than non-Gateway U comparison sections. The Gateway U model uses classroom-based feedback to identify students needing assistance, particularly during the first four weeks of class, and provides program assistants to immediately assist students. Forming study groups, facilitating instructor contacts, spot tutoring, and service referrals are common intervention strategies. **These results are extremely encouraging.**

RETENTION RATES OF SPRING 1992 GATEWAY U CLASSES COMPARED TO NON-GATEWAY U CLASSES FOR THE SAME SEMESTER AND TWO PREVIOUS SPRING SEMESTERS

	NON-GATEWAY U		NON-GATEWAY U		NON-GATEWAY U		GATEWAY U	
	%SUC	%RET	%SUC	%RET	%SUC	%RET	%SUC	%RET
	SPRING 90		SPRING 91		SPRING 92		SPRING 92	
ENGL 92	30%	48%	57%	66%	24%	52%	56%	59%
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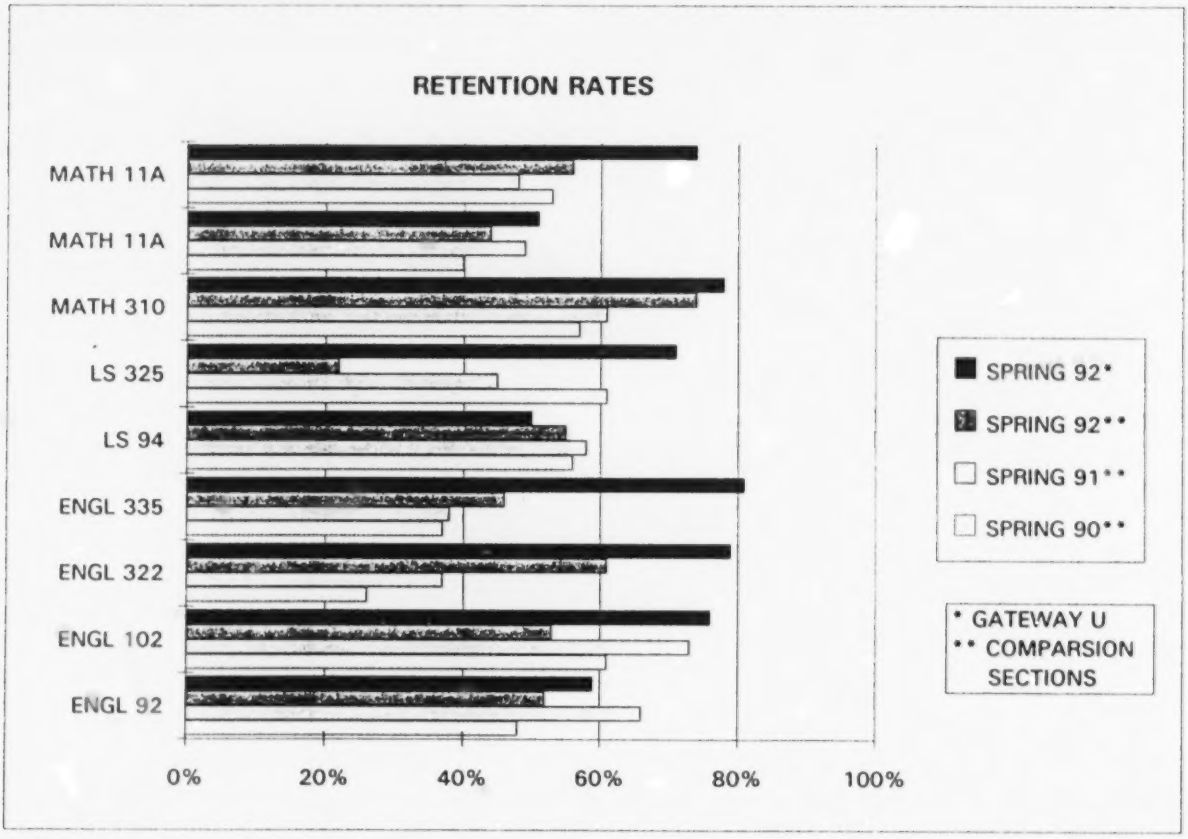
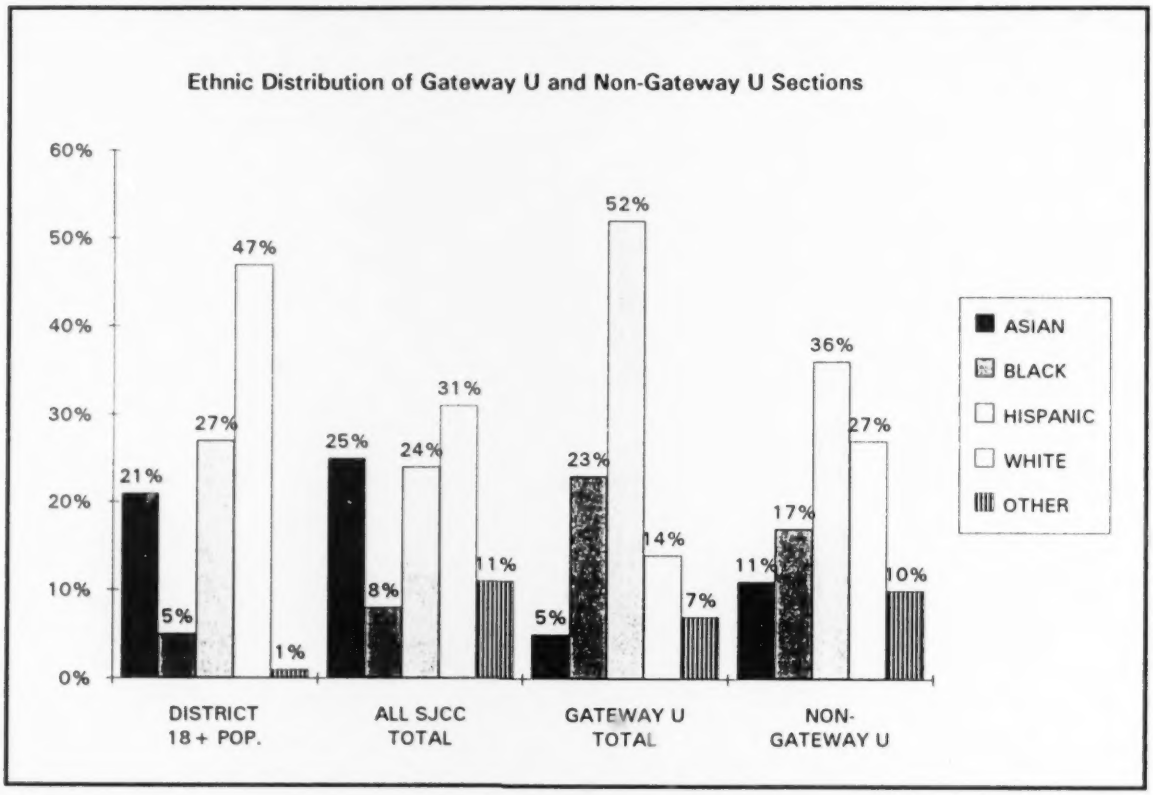


Comments: 85% of the time (23 of 27 comparisons), Gateway U sections had higher retention rates than non-Gateway U comparison sections. The Gateway U model uses classroom-based feedback to identify students needing assistance, particularly during the first four weeks of class, and provides program assistants to immediately assist students. Forming study groups, facilitating instructor contacts, spot tutoring, and service referrals are common intervention strategies. **These results are extremely encouraging.**

Question: What was the ethnic distribution of the Gateway U intervention sections compared to non-Gateway U sections, to all students at SJCC, and to the District 18+ population for spring 1992?

	DISTRICT 18+ POP. %	ALL SJCC TOTAL #	ALL SJCC TOTAL %	GATEWAY U TOTAL #	GATEWAY U TOTAL %	NON-GATEWAY U #	NON-GATEWAY U %
ASIAN	21%	5827	25%	12	5%	86	11%
BLACK	5%	1968	8%	60	23%	132	17%
HISPANIC	27%	5667	24%	135	52%	283	36%
WHITE	47%	7185	31%	35	14%	212	27%
OTHER	1%	2585	11%	17	7%	81	10%



Answer: **Compared to the District's 18+ ethnic populations, Gateway U had:**

fewer Asians at 5% compared to 21%. This is due primarily to the fact that Asian students at this level are most apt to be in ESL courses,
more Blacks 23% to 5% ,
more Hispanics 52% to 27%, and
fewer Whites 7% to 47%.

Compared to the District's 18+ ethnic populations, non-Gateway U sections had:

fewer Asians 11% to 21%,
more Blacks 17% to 5%,
more Hispanics 36% to 27%, and
fewer Whites 27%.

The Gateway U sections had a much greater non-White population at 86% than the non-Gateway sections at 73%. Despite this, Gateway students had higher success rates than non-Gateway U sections at 64% to 45%

With this high success rates for underprepared ethnic groups, the Gateway U approach to success is extremely promising.